

Marguerite E. Small's  
Innovation Grant Prospectus

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## **Innovation School's Mission, Vision, and Statement of Need**

### **A. School's Proposed Mission and Education Program**

The Marguerite E. Small community embraces the development of successful students. Our students will have a strong foundation in academic skill development, individual strength to enable ongoing inclusion in co-curricular activities, and a strong inner character leading to a sense of belonging and self advocacy that fosters broad participation and continued academic success in middle and secondary educational experiences. Our intermediate foundation firmly begins our students' journey down the "path of educational success."

### **B. Vision**

So that we may ensure that each student successfully achieves our mission, The M.E. Small community recognizes:

- Learning time must be maximized to enable students to experience the varied curriculum and to develop the academic and co-curricular skills to ensure future success.
- All students should receive instruction in grade-level curriculum as members of our fourth and fifth grade classrooms.
- Individual time for skill development will be varied and accommodated to maximize each student's academic growth. These individualized plans will be met during the scheduled "enrichment block," outside of the previous traditional classroom schedule.
- Co-curricular activities maximize each student's individual interests and "sense of belonging" that will carry forward to middle and secondary school experiences. In order for students to have the confidence to participate in future years, we must build the foundational skills at the intermediate elementary level.
- Our staff must continue to maximize curriculum experiences for our students. Student results on school-based and state-developed assessments will guide our continued curriculum work in our Professional Learning Communities.
- In addition to developing strong basic skill development and varied co-curricular interests, we must help our students internalize strong independent skills by providing them with excellent instruction in technology, time management, organization, and the relevancy of life-long learning. We will foster these independent skills by providing rich experiences in technology in a library-media setting that surrounds them with excellent resources.

## **C. Statement of Need**

### **Why this Innovation School Is Needed at Marguerite E. Small School**

“Frantic” is the word often used to describe a traditional school day by dedicated faculty members at the M.E. Small School. A curriculum that continues to become increasingly rich combined with students that need additional time and support to succeed combine to make maximizing the educational experience for our students impossible within the current parameters.

### **The Student Population**

Our population is shifting dramatically. Our low income subgroup has increased 15% in the past three years, from 35% to 50%. We believe that it is our responsibility to place all our students on a “pathway to success.” If we do not help them find their individual success pathway, they may not be able to locate and travel that route through middle and high school. How do we do this? We provide a strong academic foundation, predicated on well-aligned curriculum, systemic formative and summative assessment data to continue to support our students’ development, and enhanced self-worth through a sense of belonging based on their developing interests through participation in enrichment experiences in leadership, academics, the arts, and athletics. Every student in our diverse population will benefit from our Innovation School Plan; however it is our subgroup populations in low income, ELL, and special education that will truly maximize their opportunities for success.

### **The Specific Issues, Challenges, or Needs That Will be Addressed by Establishing an Innovation School**

By expanding our students’ day, we will increase the time our students spend in their classroom experiences. We will expand the opportunities we currently offer them to develop their skills in what will become in middle and high school co-curricular participation in leadership, academic enrichment, the arts, and athletics. The pace of our day will become less fragmented. Small group instruction for students with identified areas of curricular need will be provided in addition to rather than instead of the classroom experience.

### **Why the Autonomy and Flexibility Provided by an Innovation School Is Necessary in Order to Carry Out the Objectives of the School**

Our innovation school proposal, shared and embraced by our faculty, varies from the district’s schools in the following areas:

1. **Curriculum, Instruction, and Assessment:** Our students will receive enhanced quality instruction, aligned with the newly adopted *Common Core*, based on additional time both in their respective classrooms and in additional flexible small group instruction when assessment data indicates the need for further skill development. A better foundation in co-curricular experiences in leadership, the arts, and athletics will be provided through our enrichment block, dedicated to fostering the development of

these crucial skills that facilitate a sense of belonging and purpose for each student that will begin at our school and continue as they progress through their middle and high school experiences.

2. **Schedule and Calendar:** Our students' day will be increased by forty minutes each day. This increase represents an additional three hours and twenty minutes per week, one hundred twenty hours per school year. This addition is facilitated by a flexible schedule where classroom teachers begin their day at 8:10 am and finish at 2:30 pm, while all other faculty members begin at 8:50 am and finish at 3:20 pm. The length of the teachers' contractual day remains the same however the length of the students' day is maximized.
3. **Staffing Policies and Procedures:** Starting and ending on a flexible schedule will be a contractual change that must be accepted by 2/3 of the faculty for implementation.
4. **Professional Development:** While maintaining our opportunities for professional growth offered by our district, M.E. Small must focus on best practices for subgroup students. We will develop a plan to include outside coaching in enhanced literacy strategies, maximizing instruction for students with identified areas of weakness, and curriculum alignment.

The primary area of autonomy is the scheduling component. We need the autonomy of the Innovation School model to support this change.

#### **Evidence or Information Available on Staff, Teacher, Parent, and/or Community Interest in the Establishment of the Proposed Innovation School**

After researching the potential of becoming an Innovation School, the idea was presented to the M.E. Small faculty at a meeting in January, 2011. The idea was initially well-received. There has also been ongoing collaboration with the principal of another fourth and fifth grade school in our district, the Director of Teaching and Learning, the Director of Fiscal Affairs, and our Superintendent. All are extremely supportive of the initiative and have helped navigate some of the obstacles during the initial planning. The initial proposal has also been presented to the M.E. Small School Council; the members embrace the plan as well.

#### **An Analysis of the External and Internal Factors or Needs That Moved the Applicant Group to Propose an Innovation School**

The richness of our curriculum combined with the desire to maximize academic and co-curricular development of our students has led to the plan to apply to become an Innovation School. An extended day for students will facilitate enhanced skill development. School-specific professional development, based on our demonstrated needs in curriculum alignment, literacy and small group remediation will be included in our plan.

**Describe What the Applicant Group Perceives as Barriers Presented by the Current School Structure or Roadblocks to Successful Implementation of the Current School Improvement Plan that Would Require Innovation Status to Address**

Barriers in our current school structure include the length of the students' day, the unique needs of our school when compared to our district, and the limited ability of the district to provide the much needed outside professional support to improve the quality of instruction we offer to all our students. As dedicated as we are as a faculty, we are not maximizing the potential of our students. The proposals included in our Innovation Plan address these barriers so that we can maximize our effectiveness.

**Describe Specific Areas of the Current School Improvement Plan, with a focus on Student Achievement, that Would be Addressed by Increased Autonomy with Respect to Curriculum, Budget, School Schedule and Calendar, Staffing, and District Policies**

Our current School Improvement Plan has three goals: Improving Capacity for Community Involvement, Academic Achievement, and Student Engagement. Our Innovation School Plan directly addresses our Academic Achievement and Student Engagement goals in ways not currently possible with our traditional schedule and professional development opportunities. We will impact our goals through modifications and enhancements in curriculum, budget, school schedule and staffing.

- **Curriculum:** Current instructional practices expedited by an intensely dedicated faculty are not meeting the needs of our students in our subgroups. Our special education subgroup especially has demonstrated flat MCAS assessment scores for the past two years. This contrasts with our low income students' excellent growth. However, overall, our aggregate scores have earned us the designation of a "Level Three" school. We need curriculum support in best practices in literacy, science curriculum alignment, and flexible small group interventions to maximize students' growth.
- **Budget:** Initial grant money will be utilized to pursue coaching expertise in the above delineated areas of need. The current economic downturn continues to have a negative impact upon our school budget, with no change predicted in the near future. Coaching and curriculum materials aligned with the new "Common Core" will facilitate enhanced success for our students as they build their academic skill foundation.
- **School Schedule:** A newly developed schedule that separates more clearly our traditional school day from our students' opportunities for enrichment experiences in leadership, the arts, and athletics will maximize experiences in all areas. We look forward to having our small group specialists with us during the extended day "Enrichment Block" to impact upon students' identified areas of skill development need through enriching activities. We anticipate developing a strong foundation of co-curricular skills that will enhance our students' confidence for wide participation in middle and secondary educational experiences.

#### **D. Primary Proposed Partnerships**

We currently have no proposed partners in our proposals. We currently have eight community partnerships as part of our Century 21 Community Partnership Grant. We anticipate working with those partners to maximize the newly developed enrichment block in our proposed Innovation School schedule. We will also continue to collaborate with these partners during our after school program. The professional partnerships that we hope to expand address targeted areas of demonstrated need for our school community.

### **II. How Will Autonomy and Flexibility Be Used?**

#### **A. Curriculum Instruction and Assessment**

##### **Describe the School's Instructional and Student Assessment Philosophy and How This Aligns with the School's Mission**

Our curriculum is aligned with the Massachusetts Curriculum Frameworks in English Language Arts, Math, and Social Studies. Presently our Science curriculum, delineated by our district, is not aligned with the latest edition of the frameworks. We anticipate that the adoption of the *Common Core* will modify our curriculum, and we welcome the opportunity to re-align our curriculum. Professional Development time will be allocated to maximize this alignment.

Our instructional and assessment philosophy is closely aligned with our mission statement. When one breaks apart the mission statement, each piece relates directly to our students' academic success developed through our staff's instruction and measured through our systemic use of common formative assessments. We share a universal goal for each of our students, to build a solid, well-rounded foundation of excellent academic skills and strong inner character that will help them begin a positive journey down the path of "educational success." In order to achieve this goal, our Innovation Plan addresses each of the components of our mission statement:

- **Strong foundation of academic skill development:** Our students' success is predicated on their academic skill foundation. Currently many of our students, especially in our low income, ELL, and special education subgroups come to us from a primary elementary experience that has left them struggling well below grade level especially in the area of literacy. Our Innovation Plan specifically addresses this failure by supporting our students with excellent instruction that includes as often as feasibly possible small flexible group instruction that ensures active participation and ongoing skill assessment throughout the lesson. Our proposed enrichment block includes additional small group instruction in areas of identified weakness. These areas, targeted for improvement, are identified through state, district, and

school-based assessments. Progress will continue to be measured through ongoing formative assessments. This skill foundation is a core component of our students' success.

The ongoing excellent work of our Professional Learning Communities will continue. These weekly small group professional meetings have systemically identified areas of overall curriculum weakness and addressed them with modifications to our delivery. These issues around alignment will continue to be a focus as we integrate the *Common Core*.

In addition to the outstanding work of our Professional Learning Communities, we look forward to bringing in outside expertise to provide professional development of best practice in literacy, curriculum alignment, small group intervention, special education, and pre-referral strategies including Response to Intervention.

- **Individual strength to foster ongoing participation in co-curricular activities:** Identified successful students in middle and secondary school share a common quality; they are actively involved in their school communities. Whether it is in leadership capacities, club sponsored activities, enrichment events, in the arts, or as members of an athletic team, students who are involved in their communities feel a sense of belonging and purpose and demonstrate enhanced success. At the intermediate elementary level, it is our professional responsibility to help all of our students develop the skills and self-confidence to join in these experiences. Our enrichment block, with a major focus on extended experiences in leadership, the arts, and athletics, will help our students to develop the confidence and skills necessary to take the step in middle school to become active members of their school's co-curricular community.
- **A strong sense of character leading to a sense of belonging and self-advocacy that fosters broad participation and continued academic success in middle and secondary education experiences:** The staff members of our school community do an excellent job of building community with our students. We continually encourage and reward self-advocacy to help our students internalize that their needs will be addressed if they make them known. If we continue to foster their character while improving our success with closing skill gaps and improving our students' achievement potential, we will succeed in our mission.
- **The intermediate foundation firmly begins our students' journey down the "path of educational success."** Our goal is to send our students to middle school with a strong academic skill foundation, strong study habits, an internal understanding of their control of their destiny, and a strong sense of

character that facilitates their confidence to take action on their own behalf. If we can do this, then we can follow our students' successful journey as they continue their education at the next levels and know that our work has facilitated their enhanced potential for success.

#### **Discuss Any Special Academic/Curricular Themes the Innovation School Will Feature**

Our Innovation School Plan does not embrace a particular special academic/curricular theme, but rather improves upon every aspect of our current offerings in both academics and the arts. These improvements will include:

- Continued emphasis on curriculum alignment, including the integration of the Common Core
- Enhanced instruction and assessment in all curriculum areas
- Improved individualized plans for students with identified skill gaps
- Wider participation in introductory experiences in leadership, the arts, and athletics

Simultaneously, professional development plans will be organized and introduced to re-align our curriculum, improve our instructional methodologies, and refine our ongoing use of assessment.

#### **Generally Describe the Curriculum, Instructional Methods, and Assessments that Will Be Used by the School**

Our faculty will initially continue to use the same curriculum, instructional methods, and assessments that are currently in place in our school. There is a solid foundation of curriculum alignment, especially in language arts, math, social studies, and the arts. Instructional methods that continue the integration of Smart Board technologies, flexible small group instruction, and ongoing assessment are in place and will continue.

As we begin our work together as an Innovation School, we will prioritize the areas of need that we will focus on professionally as identified areas for improvement;

- We will need to realign our curriculum with the Common Core. This work will begin as part of our Planning Grant in the summer of 2011.
- We will develop our Enrichment Block using assessment data to ensure that students with identified skill gaps will get the extra time and instruction they need to close the targeted areas of weakness. We will also expand all of our students' exposure to enrichment activities to build a foundation of confidence that will go with them to the middle school. These experiences will be in the areas of leadership, the arts, and athletics, and will also be supplemented by the opportunities offered in our 21<sup>st</sup> Century Community Partnership Grant.



- We will work with professional consultants to improve our service delivery to our special education subgroup. This will include professional development in the area of co-teaching and targeted small group remediation.
- We will continue to use our MCAS data to identify areas of curriculum weakness and to ensure skill development in these areas through the use of unit development and common assessments.
- We will begin to work on aligning our science curriculum and reorganizing our instructional materials and methodologies to maximize our students' skill development in this area.
- We will expand our technology offerings to ensure that all students are exposed to the latest available technology and use it to maximize their opportunities for success.

**If This Differs from the District's Current Curriculum, Instructional Methods, or Assessments, Explain Why a Change is Necessary**

Our district's goals are aligned with the goals set forth in our Innovation School Plan. Our differences are predicated on the specific needs of our intermediate elementary school students as contrasted with the needs of all of our district's students. The Marguerite E. Small School was reorganized five years ago, the result of declining enrollment and budgetary constraints. There have been two leaders in those five years. While the school is now running well, there are still areas of need, specific to the school, previously delineated, that have not been addressed. These areas of need are reflected in our current Level 3 status, as delineated by the state. Our Innovation School Plan will allow us to focus on specific areas of identified weakness in our own school, a unique intermediate elementary experience, and make improvements to enhance the overall opportunities for success for our students.

**Explain How the Chosen Curriculum, Instructional Program, and Assessments Differ from the School's Current Practice and Why the Changes Are Necessary**

Our small school of three hundred eighteen students provides us with a unique opportunity to build a tight community and support our students as they develop and prepare for their ongoing education at the middle and secondary levels. Our school currently has a wonderful culture, and our students enjoy immensely the opportunities we afford them. This culture, developed over the last three years, will continue.

There are two reasons why we feel our Innovation Plan is important. As strong as our school's culture is, and as dedicated as the staff is to the ongoing affective and academic development of our students, we are not maximizing our opportunity to close previously developed skill gaps in academics. The largest impediment in our ability to impact upon our students' skill development is time. We are trying to provide a comprehensive education in academics, athletics, and the arts using the same traditional schedule that has been in place since public education was initiated. We schedule our students' musical instrument lessons during basic skill instruction.

We write Individualized Educational Plans that offer no additional time for small group skill remediation because there is no time in our present schedule. Our teachers are providing instruction in science, while a substantial percentage of their students are participating in a chorus rehearsal. Our Innovation Plan, with an emphasis on schedule, addresses some of these inappropriate practices.

Individual student's assessment data should inform the development of each of their schedules based on their identified areas of strength, interest, and need. Our innovation plan will allow us to better individualize and target students' needs.

While our students enjoy school in our small intermediate environment, when we send them on to the next level they don't continue their success. We need to provide more for them than just a strong academic foundation. We need to help them develop their individual strength, a willingness to take risks and to advocate for themselves to keep them on the journey to success. Currently, our students do well, and then fall off a "cliff" of depersonalization at the next level. Enhanced experiences in leadership, the arts, and athletics will provide them with the opportunities to become more active in their middle and high school communities. Students identified as the most successful are those that are highly involved in their school communities. This inner character strength is as crucial to their success as their academic skill foundation. Our Innovation Plan will address this affective development.

There are areas of weakness, unique to our school community that we look forward to addressing through systemic professional development. These areas include: curriculum alignment, flexible small group skill remediation, service delivery for special education students, science curriculum alignment and unit development, and technology opportunities.

**Describe the Implementation of the Educational Program in Terms of the Daily or Weekly Organization of Students and Faculty Groupings and Target Class Sizes and Teacher-Student Loads**

**Students' Daily Schedule**

<b>Current Schedule</b>	<b>Innovation School Schedule</b>
8:25 am – Students Arrive	8:05 am – Students Arrive
8:40 am – School Begins	8:20 am – School Begins
2:50 pm - Dismissal	3:20 pm - Dismissal
Total School Day: 6 hours, 10 min. 45 minutes lunch and recess 58 minutes related arts 24 minutes music rehearsals	Total School Day: 7 hours 45 minutes lunch and recess 58 minutes related arts
127 minutes – 2 hours, 7 min.	103 minutes – 1 hour, 43 min.

Total Academic Instructional Time: 4 hours, 3 min.	Total Academic Instructional Time: 5 hours, 17 min.
	* Includes the Enrichment Block, 2:30-3:20 pm

### **Teachers' Daily Schedule**

<b>Current Schedule</b>	<b>Innovation School Schedule</b>	
All Teachers	Classroom Teachers (15)	All Other Teachers (20)
8:25 am – Arrive at School	8:05 am - Arrive	8:55 am - Arrive
2:50 pm - Dismissal	2:30 pm- Dismissal	3:20 pm- Dismissal

Class sizes, already an area of strength for our school, will remain at 22 students per class. Teacher work loads will not change, however skill delivery and schedules will be adjusted to reflect our Innovation Plan. Special education teachers will be organized into classrooms to support the initiation of a full co-teaching model, followed by small group skill development during the Enrichment Block.

### **Describe the School's Approach to Literacy and Numeracy Instruction for Diverse Learners**

All students will be in regular classroom settings for the instruction provided in grade level basic skill instruction in literacy and numeracy instruction. Special education students will be clustered in a co-teaching model. Following the introduction of the delineated skill, students will work in small, flexible groups to enhance development of the prescribed skill. This small flexible group strategy is already in place in our school and works well. Students get more individualized instruction, and ongoing informal assessment throughout the lesson prescribes further instruction. No one “hides” in the large group setting; each student is an active learner.

The second part of our service delivery for diverse learners is the innovative part of our plan. In addition to the ongoing best practice in teaching methodologies for skill development in the regular classroom, diverse learners with identified skill gaps will be clustered for additional instruction as part of their weekly enrichment block schedule. This might include additional literacy or numeracy instruction for special education students, additional language development for English Language Learners, or other additional instruction for students identified through assessments to need further skill development.

### **Describe How the Curriculum Will Address the Needs of English Language Learners, and Students with Special Needs**

Immersing our English Language Learners into grade level classroom curriculum with small group support will facilitate both grade level skill and English development. This instruction will be supported by the additional involvement of our ELL teacher or assistant. In addition, small group instruction will be provided during our Enrichment Block to target specific skills related to language skill development.

Likewise, our goal is to provide grade level classroom curriculum instruction for our students with special needs. Small group instruction following the skill lesson introduction may vary depending on students identified special needs; however the instruction will be delivered in the classroom. During the Enrichment Block, instruction for identified specific skills for remediation will be provided. These groups will be flexible, based on skill need.

**Describe Your Proposed Plan to Assess Student Performance Beyond MCAS. What Formative and Summative Measures Will You Use to Determine Student Progress and Success?**

The development of formative assessments was an identified district need and area for professional development for our district last year. As a result, as a school, we have consistently integrated the following formative assessments:

Literacy	<i>Developmental Reading Assessment, Fall</i>
Literacy	<i>Scholastic Reading Inventory, Fall</i>
Literacy	MCAS Long Composition Practice, Grade 4
Literacy	MCAS Open Response Practice, Grades 4 & 5
Literacy	<i>Developmental Reading Assessment, Spring</i>
Literacy	<i>Scholastic Reading Inventory, Spring</i>
Math	School-Developed Topic Formative Assessments, Grade 5, 4 Delineated Areas
Math	<i>Everyday Mathematics</i> Unit Tests
Math	Math Midyear, Grade 4

Our Professional Learning Communities' work is predicated initially on our MCAS analysis, then subsequently on the results of our ongoing common formative assessments. These assessments facilitate curriculum unit development, small group instruction, and after school tutoring for our students.

**If This Assessment Plan Differs from the District's Current Curriculum, Instructional Methods, or Assessments, Explain Why a Change Is Necessary**

When we began professional development as a district, curriculum areas were targeted for the development of district assessments. Recently, the work of central office has evolved into more accountability than curriculum development and assessment. For this reason, as a school, we have taken on the professional responsibility for curriculum alignment and assessment. We use our school's data to

inform our decisions regarding areas of focus for curriculum modification and assessment development.

**For Conversions, Explain How the Chosen Curriculum, Instructional Program, and Assessments Differ from the School's Current Practice and Why the Changes Are Necessary**

The enhancements proposed as part of our Innovation School Plan are continuations of systemic ongoing improvements we have been making as a school community. We continue to build on the information we have to enhance and refine our curriculum and instruction.

We look forward to using more assessments in the targeted skill development plans for our subgroup students. The delivery of instructional support for these students needs to be much more refined and specific. This will be a change from our current methodologies, where additional specific skill development and instruction is not designed systemically to maximize our students' success in skill development.

**B. Schedule and Calendar**

**Describe the School Calendar and Daily/Weekly Schedule for Students and how the Program or Calendar Is Enhanced or Expanded. Include the Number of Days School Will Be In Session, The Daily Hours of Operation, and the Way the School Will Be Organized for Instruction, Independent Study, and Co-Curricular Activities.**

Our proposed calendar for our Innovation School will follow the current Dennis-Yarmouth Regional School Calendar including student days and faculty Professional Development Days. This includes one hundred eighty student days and one hundred eighty-five teacher days. By remaining consistent with this calendar, it facilitates transportation, professional development opportunities afforded by the district, and faculty compensation consistent with the district's proposed budget.

The change in our schedule is based upon the length of the student day. While the staff day remains contractually the same for teachers and support personnel, the students' day is increased by forty minutes. This gain is accomplished by our students arriving at school prior to our the middle school students with whom they share buses, arriving ten minutes before their present starting time, and riding home on the elementary schedule, thirty minutes after their current dismissal time. This increases our students' day by forty minutes. This extended time will be used for our newly developed *Enrichment Block*, which will include enriching activities in leadership, the arts, and athletics as well as small group targeted skill development for identified students. This has a tremendous impact upon the quality of our students' day, as shown previously in the table on page nine. Currently, music ensembles, our only enrichment activity offered, are in the core instructional portion of our school day. These ensembles will join numerous other activities to make up

our *Enrichment Block* that will help our students develop diversified interests leading to their participation in co-curricular activities at the middle and secondary levels.

Our current after school programming, including our 21<sup>st</sup> Century Community Partnership Grant and our fee-based After School Program, a source of strength for our school community, will continue.

**Describe the Calendar and Daily/Weekly Schedule for Staff, and How Time Will Be Used to Maximize Professional Development and Collaborative Planning Time Focused on Instruction and Student Learning**

Our educators' contract presently includes one-hundred eighty five days. This includes one-hundred eighty days with our students and five professional development days. Currently these days include: two days prior to the students' arrival at school, one day in October, one day in January, and one day in April. The organization of these days, especially in October and January, are an area of identified strength for our district. Based on this strength, our plan would include following this schedule.

We presently have five excellent Professional Learning Communities in our school. Four of these groups share responsibility for MCAS analysis in English Language Arts and Mathematics, and for the development of curriculum modifications and common assessments based on these results. The fifth group, our related arts group, takes responsibility for our students' education in the arts as well as the development of leadership opportunities for our students. Our five team leaders, one for each PLC, facilitate the weekly meetings, and also meet monthly as a team to share their work together and to continue planning for the work of their respective groups. In addition, we meet as part of the district leadership team, utilizing the expertise of a Teachers21 consultant to impact upon identified areas of needed improvement. Their work is excellent. Our Innovation School Plan provides for the continuation of this model of demonstrated effectiveness.

Included in our Planning Grant for our Innovation School Plan will be additional time for staff collaboration on the development of our *Enrichment Block*. Initially, in the fall of 2011, we plan to schedule our students into activities for the first semester of the year. Our goal for the second half of the year is to mix assigned activities with student choice. This group will meet weekly upon approval of our grant application, and continue to meet weekly throughout the school year.

Our new expanded student day will have an impact upon our Faculty Meeting Schedule. Currently, our faculty meetings are twice monthly, one hour in duration. Our Innovation School proposal would change this to once monthly, with classroom teachers meeting from 2:30-3:30 pm, and all other staff members meeting from 7:45 am to 8:45 am. The remaining contractual hours will be scheduled by our Innovation

School Planning team to facilitate ongoing work on our identified School Improvement Plan goals.

**Provide Reasons for Why the Proposed School Calendar and Schedule Are Necessary for the School to Achieve Its Mission**

Our proposed Innovation plan maximizes opportunities for our students by extending their school day. This is accomplished by staggering the starting and finishing times of our faculty members. This allows us to provide better opportunities for our students with minimal budgetary impacts. This will help facilitate approval of our plan, for any plan put forth that impacts on the expenses of our district's budget most likely would not be approved. It is simply not feasible at this time to request additional funds from an already fiscally challenging budget process.

Our plan is based on creatively scheduling students' instructional time, staff members' contractual start and finish times, and some modifications to professional development that reorganize but do not increase the time presently afforded in our educators' contract.

Maximizing the educational opportunities we afford our students within the parameters of the current educators' contract affords our students a better quality education with a strong academic schedule complimented by high quality enrichment experiences.

**Describe How the Proposed School Calendar and Schedule Differs from the School's Current Calendar and Schedule and Why the Changes Are Being Made**

**Students' Calendar Change:** No change from the district's current calendar. This facilitates transportation and family schedules where more than one child attends our district's schools.

**Teachers' Calendar Change:** Contractual Professional Development Time, currently allotted in hour blocks twice monthly will change to one monthly. The remaining time will be organized by the Innovation Grant Planning Team to maximize participation in scheduled professional development opportunities.

**Students' Schedule:** Students' time on learning is increased forty minutes per day, two hundred minutes per week, (three hours, twenty minutes), which equals one hundred twenty hours per year, the equivalent of twenty additional days of school time.

These changes are being made to increase the quality of the educational programming we currently offer to our students.

### C. Staffing

#### **Provide a Staffing Chart and Narrative Staffing Plan which Includes a Description of the Leadership Structure**

Retirements in our current organization chart will facilitate some reorganization to better align our staff with our Innovation School Plan. Using the money from the salaries of the retirees, we propose the following changes:

Current Staffing	Proposed Staffing
.6 Assistant Principal	1.0 Assistant Principal/Team Chair
1.0 School Psychologist	.4 School Psychologist
1.0 Reading Specialist	1.2 Reading Specialist

This new staffing pattern allows us to have special education become a focus of the administrative team as we work to improve the instruction we offer to students with identified areas of learning weakness delineated in Individualized Educational Plans. It will also afford us the opportunity to have a .6 Reading Specialist at each grade level, offering better leadership and more collaboration in the area of literacy.

In addition to this plan, the following chart delineates the school's proposed staffing organization.

<b>Administration: Principal</b>		<b>Administration: Assistant Principal/Team Chairperson</b>	
<b>5.0 Instructional Leaders (Hourly Stipend)</b>		<b>5.0 Innovation Team Members (Hourly Stipend)</b>	
Classroom Teachers 8:05-2:30	Small Group Specialists 8:55-3:20	Related Arts 8:50-3:20 pm	Support Personnel
8.0 Grade Four	1.2 Reading	.6 Inst. Music	5.2 Assistants
7.0 Grade Five	1.0 ELL	1.0 Music	1.8 Admin
	1.0 Soc. Worker	.4 Orchestra	
	.4 Psychologist	1.0 Phys. Ed	
	6.0 Spec. Ed	1.0 Art	
	1.0 Technology	1.0 Health	
	0.3 Literacy Coach	1.0 Librarian	



The current leadership structure in our school includes a full time principal and a .6 assistant principal. The assistant principal, highly dedicated to our school, has worked far beyond the .6 budgeted on a voluntary basis, demonstrating an intense dedication to our school's students. In addition we have our five stipend leadership positions, two fourth grade, two fifth grade, and one related arts that provide ongoing educational leadership in our building.

We are proposing some reorganization to meet our Innovation School Plan's goals:

- We will increase the position of assistant principal to 1.0. In addition to fulfilling the current job description, the position will now include the responsibilities of special education team chairperson. This will help us to facilitate our goal to enhance the instruction we provide for our students with identified areas of learning weakness by providing closer oversight through ongoing dialogue and planning at the administrative level.
- We will decrease our psychologist's position to .4. Our new psychologist will only be responsible for testing. Our current psychologist has a wide range of professional responsibilities, many that previously overlapped with our assistant principal's role and currently that can be accomplished by our social worker.
- Helping our students learn the various technology applications that they will apply throughout their educational and professional experiences is an integral component of our Innovation School Plan. With fifty percent of our children in our low income subgroup, it is imperative that we provide the opportunities for them to experience and integrate technology into their learning. Currently, our technology instruction is delivered by a school assistant. We would like to increase the amount of time and quality of instruction by gradually increasing this to a full time technology teacher. Our plan also includes the development of a second technology lab for our students' use.
- We are increasing our special education staff by .5. This will allow us to have two inclusion teachers at each grade level, one belonging to each Professional Learning Community.
- Our current staffing structure allows for one full time literacy specialist. Our new proposal is for two .6 specialists, one for each grade level.
- Our Innovation School Planning Grant will include stipends for a leadership team from our faculty. This team will meet weekly throughout the first year. Their primary focus will be the development and implementation of the Enrichment Block, and the ongoing evaluation of the subsequent improvement to our students' schedule.

**Describe How the Proposed Staffing Pattern and Job Descriptions/Roles Will Differ from the Traditional District Patterns and How the Staffing Pattern Will Ensure**

### **Adequate Instruction and Services to Special Education and English Language Learners.**

**Special Education:** Our new staffing pattern brings oversight of our weakest subgroup to the administrative level. Daily morning meetings between the principal and assistant principal, currently in place, will include ongoing dialogue and assessment of the progress of our students on Individual Educational Plans. We have also increased our professional inclusion staff by .5, providing two teachers at each grade level. Currently, we have twenty-one and twenty-two special education students at each grade level. The students will be grouped in three classrooms. Two classrooms at each grade level will have full time inclusion teachers. The third classroom will have a full time inclusion support staff member, with oversight provided by the two grade level professionals.

**English Language Learners:** We currently have twenty-six ELL students, fifteen at fourth grade and eleven at fifth grade. They will be grouped in two classrooms at each grade level, based on the English proficiency levels. Direct instruction will be provided by our full time ELL teacher and an assistant. In addition, students will be scheduled for additional small group instruction during our Enrichment Block.

### **Provide Reasons Why the Proposed Staffing Structure Is Necessary for the School To Achieve Its Mission and Why the Changes Are Necessary.**

Our entire plan for enhanced learning for our students is predicated on our proposed staffing reorganization. This plan benefits our students in a myriad of ways, depending on their individual needs:

- All students benefit from a longer day that allows better quality instruction without interruption in the core academic subjects. This enhanced schedule is then complemented by our newly developed Enrichment Block, with a focus on small group instruction based on individual areas of needed additional skill development and more intensive instruction in the arts and athletics.
- Special education students benefit from the administrative oversight of the assistant principal in the development of each IEP, as well as full time inclusion support with daily instruction in the grade level curriculum and further targeted small group skill enhancement.
- Our English Language Learners will receive additional small group instruction in addition to their current inclusive classroom learning model.
- We have reduced duplication of service between our assistant principal, social worker, and school psychologist.
- Our proposal increases the amount of literacy support instruction we can offer, bringing in two professionals, one for each grade level.
- The proposed technology teacher will greatly enhance our students' opportunities for experiential learning in the application of the latest technology available to them.

- In order to get our Innovation Plan integrated, we need to ensure wide participation by our faculty following their initial approval. The five Innovation Team Members will provide ongoing feedback as we continuously maximize the opportunities we provide for our students.
- As a Level 3 School, we have wide ranging needs in a variety of areas, including student performance in our special education subgroup, as well as curriculum alignment. Bringing in outside professionals to help us in these areas will maximize our opportunity to positively impact upon our areas of identified need.

**Describe the School's Working Conditions for Administration and Staff, and the General Areas in which Working Conditions Will Diverge from Collective Bargaining Agreements, Including Collaborative Planning Time for Faculty.**

The school's working conditions are excellent for all staff members. Fifty minutes of collaborative planning time is provided daily for all teachers. In addition, a fifty minute Professional Learning Community meeting is scheduled weekly. Two faculty meetings per month allow the Professional Learning Community members to collaborate and continue to impact upon student learning through varied discussions about curriculum, teaching methodologies, and assessment.

Our model working conditions will remain intact. The only place where we are diverging from the Collective Bargaining Agreement is by having staggered start and finish times for our faculty. The length of the teacher day remains the same, only the start and finish time is varied.

A second divergence from our Collective Bargaining Agreement will be the utilization of the twenty-three hours of faculty meeting time currently provided in the contract. Due to the dual start and finish times, it will be difficult to meet as an entire faculty. I have proposed hosting two meetings once monthly, however that will afford another opportunity to be developed to use the remaining thirteen hours. I look forward to the Innovation team to provide leadership in the development of a plan for the remaining contractual time that will best impact upon our students' learning.

**Describe the Process by which the School Will Annually Determine the Working Conditions for Staff.**

There are two major communication vehicles that provide ongoing feedback for staff. One is the weekly Professional Learning Community meeting, where an administrator is usually in attendance. The Leadership Team also meets monthly to share PLC progress and identify ongoing goals for continued enhancements to impact upon students' learning. This group will be an integral part of our assessment of working conditions for staff throughout the first year of implementation of our Innovation School Plan.

The second group that will be highly focused on the plan's implementation will be our Innovation Team Leader members who will be highly focused on the planning and implementation of our Innovation School Plan. This group will be monitoring the modifications to our students' educational opportunities and our staff's newly developed responsibilities. Their role will include ongoing feedback from their colleagues regarding the implementation and planning.

**Describe How the Decision-Making Process Will Ensure Broad Staff Support for the Working Conditions that Are Determined.**

Without broad staff support, any plan put in place is doomed for failure. Based on this understanding, we have included our staff from the very beginning in the ongoing dialogue regarding our Innovation School plan. Plans have been shared at faculty meetings. Discussions have ensued at PLC meetings. At the last Leadership Team Meeting, all areas of enhancement in the plan that represented changes were highlighted and discussed. One proposal was described by the team leaders as a potential "deal breaker." This part of the proposal was eliminated, and the Innovation Team will help to redevelop this portion of the plan.

**D. Professional Development**

Ongoing professional development is part of our Innovation Plan. We have prioritized three areas: best practices in the education of students in our special education subgroup, primarily focused on co-teaching models and our small group focused instructional opportunities, curriculum alignment, and the development of tiered intervention for students. While there are many areas where we are aware improvement is needed, we selected these three areas based on three criteria:

- Our special education subgroup is not making progress commensurate with the excellent growth of our low income subgroup.
- Curriculum realignment based on the *Common Core* is integral to our students' ongoing success.
- The opportunity for small group instruction during our Enrichment Block should be directed by a systemic method that identifies students' needs and has an action plan to positively impact on those identified areas.

We look forward to continuing to incorporate the current excellent professional opportunities afforded to staff members by our district. Our Director of Teaching and Learning and English Language Arts and Math coaches will continue to be a part of our continuous growth and improvement by supporting the development and implementation of our Professional Development Plan.

**E. District Policies and Procedures**

**Describe the School's Proposed Governance and Decision-Making Structure.**

Our proposed Innovation School Plan does not include a major shift in our governance and decision making. Our current model of collaboration utilizing the

administrators, team leaders, and now Innovation Team members will remain in place.

Our central office provides ongoing guidance for us as a member of a seven school district. Central office administrators, including the Superintendent, Director of Teaching and Learning, Director of Student Services, and Director of Finance and Operations are all supporting this proposal. They have helped in its development, and continue to be a resource as we refine the many parts of the plan. We look forward to their continued support as a resource, particularly utilizing their preliminary knowledge of the *Core Curriculum* and professional development resources available to support our Innovation Plan.

**Describe the Process by which Decisions about Major Policies, Programs, and Budget Will Be Made and How Staff and Parents Will Be Involved.**

The collaborative process currently in place to make decisions will remain intact and be expanded upon with the integration of our Innovation School Plan. As the school's educational leader, I look forward to continuing to reach out in search of professional development opportunities that will positively impact upon our students' learning. I look forward to bringing those opportunities back to the leadership teams for their input and feedback. If we have consensus regarding the value of the proposal and a plan for implementation, we will continue to bring the opportunity forward.

Our plan does not include any major policy shifts at this time. The changes are for the most part programmatic, so the above plan will continue to foster positive change and growth for our school. It is important too, that as leader of one of the seven schools in the district, that I share the opportunities I am able to develop, especially with the other school with fourth and fifth grade students.

I look forward to continuing to always bring forward a school budget that reflects the best educational opportunities we can afford for our students. The two leadership teams will again be part of the annual budget development, as will the knowledge we gain for the support of outside professional development opportunities. As the economy stabilizes, we will continue to rethink our staffing patterns that have been mitigated in recent years by the towns' ability to support our regional school system.

Parent communication in our small school community is ongoing. Two groups that provide our parents with voice into our school's decision-making process are already in place, our School Council and our PTO. A weekly newsletter, distributed to each family weekly on Mondays, is another major vehicle of communication. Both parent groups are hugely supportive of our Innovation School Proposal. Once we gain approval, we will host parent informational meetings and include weekly articles sharing the plan in our newsletter.

**Explain How the Proposed Governance Structure Differs from the School's Current Structure and Why the Changes are Necessary**

Our Innovation will include an enhanced role for our School Council. We will need to review and assess our progress, particularly in the implementation year, and we need to expand our constituency to include more voice from our parent and community members.

This change is necessary based on the increased autonomy inherent in the implementation of an innovative plan and our responsibility to demonstrate growth through students' assessments. We look forward to the autonomy of this new opportunity and embrace the challenge it affords to us as a school community.

**Provide Reasons for Why the Proposed Governance and Decision-Making Structure is Necessary for the School to Achieve Its Mission**

Our collaborative governance, with a larger role of community and parent members of our School Council, is commensurate with the autonomy we are proposing in our school's Innovation Plan. It is important for us to demonstrate the value of our plan with data from our ongoing enhancements. It is also important that we have ongoing and systemic feedback from all members of our community.

**Identify Any Other Areas in which the School Will Seek Flexibility and Autonomy from the District.**

During our first year of implementation, there are no other proposed areas in which we will seek autonomy other than those already delineated in our plan including primarily schedule and professional development.

**F. Budget**

**Identify Specific Priority Areas (Staffing, Services etc.) that the School Proposes to Direct funds to, How This May Differ from Traditional School Spending Structures in the District (e.g. Describe Whether Teachers Will Be Paid Differently or if Contract Services Will Be Utilized to Provide Certain Services.**

Our FY2012 Budget was submitted to the School Committee for approval, prior to the development of our Innovation School Plan. For the first year of the plan we hope to infuse our initiatives with funds from Fund Code 202: Innovation Schools Planning Grant. The funds will be utilized to offset the stipends for our Innovation Team members, some professional development consultants' fees, and materials related to our curriculum realignment.

Some of the staffing changes proposed in our Innovation Plan include reallocation of funds. Included in this category is the full time Assistant Principal, the .4 School Psychologist, and the 1.2 Reading Specialists. The additional .5 Special Education

teacher has been developed through our district's proposed FY2012 budget development process.

The 1.0 Technology teacher and the .4 increase in General Music do not have a funding source at this time. We will continue to work within the parameters of our school's FY2012 Proposed Budget to see if reallocation of funds will be able to support those two positions.

As our Innovation Team develops the details of our proposal, we may utilize contracted service providers to maximize the experience we provide during the enrichment block. We are confident that this money could be accrued through reallocation within our Proposed FY2012 budget.

As we implement our plan for the 2011-2012 school year, we anticipate finding areas where we will be requesting support from our district to fund our Innovation Plan. We will collaborate to balance our requests with the needs of the district and to seek alternative funding sources as we have in the past to supplement our school's budget. We also plan to include these requests in the development of the FY2013 Budget next fall.

**Provide Reasons for Why These Budget Priority Areas Are Necessary for the School to Achieve Its Mission**

Budget priority areas including an increase in Enrichment Block teachers and contracted service providers are necessary to maximize the utilization of that additional time in meeting our mission of expanding our students' interest and skill level in what in their middle and secondary school experiences will be co-curricular offerings and to have staff to impact upon specific and targeted areas for small group instruction to maximize our students' learning.

A strong leadership team in a healthy community surrounds itself with individuals with excellent professional skill sets in identified areas for improvement. We will need budget funds to maximize our faculty's opportunities for excellent professional development that will facilitate the ongoing growth of an already excellent and highly committed faculty.

**Identify Specific Priority Areas (Staffing, Services, etc.) that the School Proposes to Redirect Funds to, Specific Areas It will De-Prioritize, and Why These Changes Are Necessary.**

Priority?	Area	Rationale
Priority	New Teachers	Needed to better serve subgroup students and to maximize service delivery in the enrichment block

Priority	Contracted Service	A strong alternative, through cooperating partners, to maximize enrichment opportunities
Priority	Curriculum Materials	Re-Alignment Will Necessitate Purchases
Priority	Tech Purchases	Providing our students with the newest and best technology resources
Priority	Prof. Development	Improving our Instruction
Reprioritize	MCAS Tutoring	Enhanced small group skill development will be provided during Enrichment Block
Reprioritize	Equipment	Recent purchases in place, funds can be redirected
Reprioritize	Support Personnel	When possible, use professional faculty, skills match the needs of our students

### III. Capacity of the Applicant Group

#### **Describe Briefly How the Applicant Group or Design Team Came Together to Develop This Proposal, and Why the Group Is United to Establish the Proposed Innovation School**

On October 7<sup>th</sup>, 2010, I attended a Department of Elementary and Secondary School Education's workshop, "Creating New Pathways to Increase the Number of Students Earning a High School Diploma." Included in that workshop was a presentation, "Innovation Schools, What, Why, and How." While listening to the other presenters, I continued to think how important the foundation that our fourth and fifth grade school provides our students is to their ongoing success, and what potentially may be the skills that our students lack to be able to maximize their opportunities at the middle and high school levels. I shared my thoughts with Superintendent Woodbury and Ken Jenks, our High School Principal. I began to write notes in the margins about how we could apply the Innovation School model to our school to enhance the educational opportunities we afford our students.

Superintendent Woodbury shared my interest, and she has encouraged our proposal from the outset. We widened our circle of collaborators, continued sharing ideas, and began attending workshops offered about this initiative. Our extended circle included the principal of our other regional school with fourth and fifth graders, our district's Director of Teaching and Learning, our Director of Student Services, the Director of Fiscal Affairs, and the School Committee.

The Marguerite E. Small School is unique. The three hundred eighteen students enrolled in the school represent all the fourth and fifth graders in the town of Yarmouth. The size of the school and the grade configuration afford us the



opportunity to narrow our focus to the educational needs of this developmental level.

The faculty is outstanding. They have already shown their capacity for integrating new initiatives with their outstanding implementation of our 21<sup>st</sup> Century Community Partnership Grant. This \$125,000 after school and summer program for students in our low income subgroup is fully embedded and operationally outstanding in its second year. Having participated in this first large undertaking, I know that the faculty is ready for another challenge.

Our Leadership Team has “cleared the pathway” for this latest proposal. We have talked as a faculty about the development and implementation of this plan. They embrace the idea of more student learning time and have indicated their support in continuing the plan’s development.

From the outset, all of the constituents who have been involved in the planning process have supported this proposal. This support is integral to the success of our proposed implementation and ongoing development.

**Identify the Primary Authors of the Proposal**

<b>Marguerite E. Small School</b>	<b>District Personnel</b>
Emily A. Mezzetti, Principal	Carol A. Woodbury, Superintendent
Marjorie Cook, Assistant Principal	Gloria Lemerise, Director of Learning
Patrick Riley, Team Leader	Judy Dion, Director of Pupil Services
Beverly Burton, Team Leader	Larry Azer, Director, Finance and Operations
Heidi Ames, Team Leader	
Mary Jo Govoni, Team Leader	
Michelle Dunn, Team Leader	

**Summarize Each Member of the Applicant Group’s Experience and Qualifications Briefly within the Text of the Document. The Experience and Qualifications Should Demonstrate that the Applicant Group and our Proposed Leadership of the School:**

- **Have Experience and Qualifications Necessary to Implement the Proposal;**
- **Demonstrate the Capacity to Found and Sustain an Excellent Innovation School**
- **Can Manage Public Funds Effectively and Responsibly**
- **Include Members who Possess Skills and Experience in Areas Such As Education, Management, Finance, Development and Law**
- **Have Tangible Ties to, and Broad and Diverse Representation from the Community the School Will Serve**

The collaborating members of our Innovation School Proposal represent an eclectic mix of professional skills that embrace the five tenets previously delineated. The members are needed as part of the team that will be responsible for the successful development and implementation of our Innovation School Proposal. The collaborating partners include our district leaders, our school administrators, and our leadership team. Throughout the process, communication and input has been requested and received from all of our faculty members.

Ongoing development and implementation of our 21<sup>st</sup> Century Community Partnership Grant has helped prepare us for the larger proposal. We are familiar with the obstacles that can develop and the need for a team dedicated specifically to the implementation. This is a logical next step for a school community that has demonstrated the commitment to take on a project of this magnitude and has organized the support structure to maximize the potential for a successful implementation.

The applicant group includes the leadership team of the Marguerite E. Small School. Together we have developed the proposed plan that has been outlined in this prospectus. It is with equal enthusiasm that we look forward to its approval so that we can proceed with planning for implementation.

**Describe the School's Preparedness and Capacity to Convert Into an Innovation School**

The Innovation Plan outlined in this Prospectus is the beginning of ongoing improvements to the education we afford our students at the Marguerite E. Small School. The schedule, staffing, and professional development enhancements will allow us to begin on a pathway of continuous improvement. As we improve our professional skills, and positively impact upon our students' learning, we will continue to "fine tune" our proposal.

We started our plan with an expanded schedule, then through a process of self-reflection and collaborative planning, added professional development and staffing proposals. We look forward to the initial phase of implementation, and the ongoing planning that has begun and will continue upon acceptance of our proposal.

**IV. Timetable for Development and Establishment**

**Articulate a Proposed Timetable for the Development and Establishment of the Innovation School. Include a Timeline of Major Activities to be Conducted Over the Period of Time Prior to the School's Opening That Will Ensure the Successful Launch of the School.**

Date	Activity
October 7th, 2010	DESE-Sponsored Workshop Includes Presentation

	on Innovation Schools
November 8 <sup>th</sup> , 2010	Executive Office of Education's Presentation on Innovation Schools at Bridgewater State College
December 7 <sup>th</sup> , 2010	Technical Support Workshop at DESE, Malden
January 4 <sup>th</sup> , 2011	Presentation to M.E. Small's Leadership Team
January 5 <sup>th</sup> , 2011	Presentation to M.E. Small's Faculty
January 13 <sup>th</sup> , 2011	E-mail of Intent to Apply to become Innovation School
January 24 <sup>th</sup> , 2011	Conference Call with Executive Office of Education
February 2, 2011	Approval of Prospectus
February 4 <sup>th</sup> , 2011	Submission of 202- Innovation School's Planning Grant

#### Timeline upon Approval of Prospectus

February 2011	Continued Planning of Enrichment Block Activities
February 2011	Selection of Innovation Team Leaders, stipend positions to work on continued planning
March 2011	Organization of Community Partners to Support Implementation
March 2011	Plan and Organize Professional Development beginning September 2011, Develop Proposed Calendar
April 2011	Transition Work for Opening, September 2011: Review of Incoming Students' Targeted Areas for Support
April 2011	Student, Parent Meetings on Innovation School
May 2011	Final Plan for Enrichment Block Activities, Begin Development of Student's Schedule
June 2011	Hiring of Reorganized Positions
July/August 2011	Finalization of Students' Schedules
September 2011	Implementation!
October 2011	Weekly meetings to evaluate effectiveness, make recommendations for adjustments

#### V. Measurable Annual Goals

- **Student Attendance:** Our students' attendance is excellent. In the 2009-2010 school year, our attendance overall was 95.8%. Our low income subgroup was 95.1%. Our special education subgroup was 95.2%. Our goal is to continue to maintain an annual attendance percentage in the aggregate and all subgroups of 95% or higher. In addition, there will be action plans developed,

commensurate with our district's attendance initiative, *Keep Them Coming*, for any student with five or more absences.

- **Student Safety and Discipline:** We will continue to foster a school climate of acceptance that includes a sense of belonging for all students. This will be measured by our students' success in their Enrichment Block activities. Individual Proactive Behavioral Plans will be developed for students who are struggling to be positive members of our school community. The implementation of the district's Bullying Protocol, established by Massachusetts General Law, will continue to be followed.
- **Student Potential for Graduation:** A profile will be developed of each student's academic success, based on report cards and assessment results, and participation in enrichment activities. Individual plans will reflect each profile, including extended small group instruction and ongoing development of skills in leadership, the arts, and athletics. This information will be provided to the middle school for all fifth grade students.
- **Student Achievement on MCAS:** Our faculty will continue to work toward meeting Adequate Yearly Progress in the aggregate in math and language arts in the improvement category in the aggregate as well as for all subgroups. In addition, any individual student not scoring proficient or advanced will receive targeted small group instruction to address identified skill gaps.
- **Progress in Areas of Academic Underperformance:** Our Professional Learning Communities will continue to analyze MCAS Item Analysis Data to identify areas of curriculum weakness for our students. Realignment and supplementary activities, measured through school-based common formative assessments will be developed annually based on this data.
- **Progress among Subgroups of Students:** Our School Improvement plan will continue to identify growth targets for each of our subgroups. Our Innovation Plan will delineate professional development of best practices in instruction of special education students, our lowest performing subgroup.
- **Reduction of Achievement Gaps among Different Groups of Students:** Our Enrichment Block will focus on the identified individual achievement gaps of our students. Individual plans will include small group targeted instruction in addition to participation in instruction of grade level curriculum. Narrowing of achievement gaps will be measured annually through school-based assessments and students' performance on MCAS.

## VI. Required Attachments

2010-2011 School Improvement Plan